

MISSISSIPPI COMMUNITY COLLEGE BOARD



ANNUAL REPORT

Fiscal Year 2020

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MISSISSIPPI

COMMUNITY COLLEGE BOARD

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Dear Ladies and Gentlemen:

Thank you for your support of the Mississippi Community College Board (MCCB) and Mississippi's 15 community colleges. This FY 2020 Annual Report provides information about our system regarding the diverse roles we play in economic development and ways that we improve the quality of life for Mississippians.

Like all entities, the second half of FY 2020 proved to be a difficult challenge as a result of the Covid-19 global pandemic. When Mississippi began to see cases in mid-March, our community colleges were in the middle of the spring semester, with most preparing for Spring Break. Because of the hard work by many at our agency and on our campuses, we were able to successfully transition to an online platform so that students could successfully complete the spring term, thus continuing their pursuit of education and training.

The role of community colleges is one of the most varied of any entity in Mississippi. They provide traditional academic courses for someone looking to transfer to a university; they offer career-tech programs and workforce training for people looking to either quickly enter the workforce or improve their job skills; and they provide adult education and high school equivalency programs for those who may have dropped out of high school.

Some of our achievements from 2020 include:

- In the fall 2019 semester, headcount enrollment was 71,591 with 59% enrolled in academic courses, 22% enrolled in career-tech programs, and 19% enrolled in non-degree programs.
- In the spring 2020 semester, headcount enrollment was 64,469 with 56% enrolled in academic courses, 22% enrolled in career-tech programs, and 22% enrolled in non-degree programs.
- 16,536 graduates earned 19,898 awards from the community colleges.
- The MIBEST program has enrolled 1,998 students in programs such as welding, HVAC, industrial maintenance, and culinary arts.
- The Early Childhood Academies provided training to 1,156 childcare providers, parents, or external partners.
- Registered 2,168 apprentices through the Mississippi Apprenticeship Program.
- Created the MS Works CTE Scholars Program, a last-dollar tuition scholarship program for approved CTE programs at all 15 community colleges. In FY 2020, there were 423 participants in allied health, manufacturing, transportation/logistics, and information technology programs. As of July 1, 2020, 178 students graduated from the program and 228 students are employed.

Mississippi's community college system is the oldest in the nation, dating back to the 1920s. In addition to our longevity, we are also known by our peers across the country for our excellence. I hope that this report will show you the outstanding job that our agency and each of our community colleges provide across the state.

Sincerely,

Andrea Mayfield, Ph.D.
Executive Director

The mission of the Mississippi Community College Board is to advance the community college system through coordination, support, leadership, and advocacy.

The Mississippi Community College Board dates back to the 1920s. Senate Bill 131, Laws of 1928, approved on April 26, 1928, which authorized the establishment of junior colleges, also created a state commission for oversight of these institutions, the Commission on Junior Colleges. The Commission was comprised of the State Superintendent of Education as chairman, the chancellor of the University of Mississippi, and the presidents of Mississippi State University, Mississippi University for Women, and three junior colleges. Three lay members, appointed by the Governor, were added in 1950. The Commission continued in this form until 1986.

The Commission, a division of the State Board of Education, held its first meeting on May 10, 1928, two calendar weeks after its legislative creation. The first action of the Commission was to identify its authority, establish standards by which existing junior colleges must meet to qualify for state aid and develop criteria required of agricultural high schools seeking junior college status. This action of the Commission constituted the birth of the Mississippi State System of Public Junior Colleges, thereby giving Mississippi the distinction of having the first system of comprehensive two-year colleges in the nation.

Legislative action throughout the years more clearly defined the authority and controls of the Commission. The Commission set broad standards for junior college operations and approved new attendance centers and vocational and technical programs to be operated by the two-year institutions. The Commission itself had no staff but was served by personnel within the State Department of Education. State supervision was vested in the supervisor of agricultural high schools from 1928 to 1968. In 1968, a separate operational division for junior colleges was created in the State Department of Education, which

provided state services and oversight until 1986.

In 1986, the State Board for Community College Junior Colleges was established as an independent agency. The staff from the State Department of Education was transferred to the new Board Office. The Board consists of ten members, none of which may be an elected official. The Governor appoints all ten members, two from each of Mississippi's five Congressional districts as they existed before the 2000 federal census. Initial terms of appointment were from two to five years and subsequent terms are for six years. During the 2011 legislative session, House Bill No. 542 changed the name of the "State Board for Community and Junior Colleges" to "Mississippi Community College Board."

The Board is a coordinating agency which establishes standards and guidelines for the operation of the fifteen local districts in order to qualify for state appropriations. The Board fosters cooperation and communications with local institutions through the presidents and other representatives of local colleges. The Board exercises its authority as outlined in Sections §37-4-1 and §37-4-3 of the Mississippi Code.

There are 52 permanent, full-time employees at the MCCB. The agency is divided into seven divisions: executive, finance and administration, programs and accountability, academic and student affairs, workforce training/career and technical education, information services, and research and planning. Each division works closely with counterparts from 15 community colleges to help better Mississippi's community college system.

MCCB Board Members

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John Pigott, Chair
Fifth District

Cheryl Thurmond, Vice- Chair
First District



Videt Carmichael
Third District

Donnie Caughman
Fourth District



Bubba Hudspeth
Third District

Dolly Marascalco
Second District



Johnny McRight
Second District

Luke Montgomery
First District



Dr. Dianne Watson
Fourth District

Fifth District- Vacancy

In order for a student to be classified as full-time in a Mississippi community college, the student must be enrolled in a minimum of 12 semester credit hours of instruction at an approved district site. Students who are enrolled in 11 semester credit hours or fewer are considered to be part-time students. However, full-time equivalence (FTE) is calculated by adding all the hours a student generated during an academic year and dividing by the sum of 30.

For the fall 2019 semester, total credit headcount enrollment in Mississippi's community college system was 71,591. Of those students, 59% were enrolled in academic courses, 22% were enrolled in career-tech programs, and 19% were enrolled in non-degree programs. Chart 1 provides specific enrollment figures for these programs.

For the spring 2020 semester, total credit headcount enrollment in Mississippi's community college system was 64,469. Of those students, 56% were enrolled in academic courses, 22% were enrolled in career-tech programs, and 22% were enrolled in non-degree programs. Chart 2 provides specific enrollment figures for these programs.

Chart 1- Headcount Enrollment from Fall 2019

Fall 2019	
Academic	42,407
Technical	12,208
Career	3,191
Non-Degree	13,785
TOTAL	71,591

Chart 2- Headcount Enrollment from Spring 2020

Spring 2020	
Academic	36,251
Technical	10,859
Career	3,000
Non-Degree	14,359
TOTAL	64,469

Mississippi Community Colleges Total Enrollment Fall 2019	
Total Credit (Non-duplicate*)- Fall 2019	71,591
Average Age	22
Female Students	61%
In-State Students	96%
Students Admitted/H.S. Diploma	54%
Full-Time Students	66%
Students in an Academic Curriculum	59%
Freshman Students	41%
Average ACT Score	19.5
Mississippi Community Colleges Total Enrollment Spring 2020	
Total Credit (Non-duplicate*)- Spring 2020	64,469
Average Age	22
Female Students	61%
In-State Students	96%
Students Admitted/H.S. Diploma from MS	51%
Full-Time Students	62%
Students in an Academic Curriculum	56%
Freshman Students	33%
Average ACT Score	19.6

Did you know?

In Academic Year 2020, 16,536 graduates earned 19,898 awards from the community colleges.

11,000 Mississippians with Bachelor's degrees attend community colleges for occupational skills development in an average year.

\$3 billion in sales and income tax is contributed to Mississippi by each community college cohort over the span of their careers.

For every dollar that is invested into a community college by Mississippi taxpayers, an additional estimate of \$3.86 is collected through state and local taxes over a working lifetime.

In FY 2020, the Mississippi Community College Board (MCCB) was responsible for administering an agency budget of approximately \$83.3 million. 2020 General Funds appropriated were \$6,186,491. Chart 3 identifies the various revenue sources. State General Funds accounted for 7.4% of the revenues while 29.3% of the revenues were from federal sources. In FY 2020, the Workforce Enhancement Training (WET) Fund accounted for approximately 25.14% of the total revenues.

Chart 4 identifies the major objects of expenditures. The overwhelming majority of expenditures (85.1%) in FY 2020 were in subsidies, loans and grants. The funds in this category flowed primarily to community colleges, public schools, community based organizations and other state agencies. Some of the programs of expenditure in FY 2020 consisted of adult education, post-secondary career & technical education, workforce training, proprietary school and college registration, recurring education technology, the Mississippi Integrated Basic Education and Skills Training (MIBEST) program, the Mississippi Virtual Community College (MSVCC), and the Early Childhood Academies at the community colleges.

Chart 3-MCCB Revenues- FY 2020

Source of Funding	Revenues	% of Total
General Fund	\$6,186,491	7.4%
Education Enhancement Funds	\$222,478	0.3%
Federal	\$24,401,795	29.3%
Special	\$52,541,695	63.0%
TOTAL	\$83,352,459	100.0%

Chart 4- MCCB Expenditures- FY 2020

Amount of Expenditure	Expenditure	% of Total
Salaries	\$7,201,835	8.6%
Travel	\$395,316	0.5%
Contractual Services	\$4,284,015	5.1%
Commodities	\$392,143	0.5%
Capital Outlay- Equipment	\$128,318	0.2%
Subsidies, Loans and Grants	\$70,950,832	85.1%
TOTAL	\$83,352,459	100.0%
General Fund Lapse	\$55,742	
Education Enhancement Lapse	\$33,522	
Workforce Carryforward (GF)	\$138,429	
Workforce Carryforward (SF)	\$5,272,676	

In addition to administering the agency's budget, the MCCB was also responsible for allocating and disbursing state appropriated funds to the fifteen community colleges. These state support flow-through funds totaled approximately \$245.3 million in FY 2020, which includes \$191.9 million in General Funds, \$45.4 million in Education Enhancement Funds, and \$8 million in Capital Expense Funds.

The operating budgets of Mississippi's community colleges are funded primarily by state appropriations, student tuition and fees, and local property taxes.

Revenue by source is provided in Chart 5. For FY 2020, the community colleges expended a total of \$667.7 million with approximately \$245.3 million, or 36.9%, of that amount provided from state sources.

Community colleges have consistently expended a majority of their funds on instruction (52.9% as seen in Chart 6).

**Chart 5- Community Colleges
Revenue by Source- FY 2020**

Revenue by Source	Amount	Percentage
General Fund	\$191,867,230	28.9%
Education Enhancement	\$45,481,356	6.8%
Capital Expense Fund	\$8,000,000	1.2%
Indirect State	\$51,063,727	7.7%
Federal	\$82,633,871	12.4%
Student Fees	\$225,667,093	34.0%
District Taxes	\$58,105,094	8.8%
Other Revenue	\$4,871,699	0.7%
Total Revenue	\$667,690,070	100%

**Chart 6- Community Colleges
Expenditures by Program- FY 2020**

E & G Expenditures by Program	Amount	Percentage
Academic Instruction	\$186,493,939	27.9%
Career-Technical Instruction	\$105,651,588	15.8%
Other Instruction	\$60,757,789	9.1%
Total Instruction	\$352,903,316	52.9%
Instructional Support	\$28,120,152	4.2%
Student Services	\$100,887,827	15.1%
Institutional Support	\$103,833,295	15.6%
Physical Plant Operation	\$81,945,480	12.3%
Total E & G Expenditures	\$667,690,070	100.0%

State appropriations are made annually to the MCCB for allocation to the fifteen community college districts in accordance with formulas contained in the appropriations bill. FY 2008 was the fifth and final year in a five-year phase in to a new funding formula for the community. During the 2002 Regular Session, H.B. 1612 required the MCCB to conduct a study of the state funding structure. After an RFP process, MGT of America was chosen to perform the study. The MCCB approved most of the recommendations from the study and the Legislature concurred with changes that the MCCB had approved by incorporating the changes in the appropriations bill. Some of the major changes included moving from a predominately headcount enrollment method to a full-time equivalent student method of distributing funds. In addition, the base amount was increased by 2% per year to 15% in year five, a new section was added for high cost associate degree allied health programs, and equal weights were assigned to all major sections of the formula. Finally, a hold harmless provision was included for those colleges that would otherwise have been harmed by the new formula implementation. By FY 2008, the hold harmless provision was phased out. In FY 2020, the funding formula amount distributed for state support was \$245.3 million.

Chart 7- Community Colleges- Support
Comparison of Revenues by Source- FY 2000-FY 2020

Revenue by Source	FY 2000	% of Total (FY 2000)	FY 2020	% of Total (FY 2020)
General Fund*	\$133,671,168	39.6%	\$191,867,230	28.9%
Education Enhancement	\$54,674,084	16.2%	\$45,481,356	6.8%
Capital Expense Fund	\$0	0%	\$8,000,000	1.2%
State Support Total	\$188,345,252	55.8%	\$245,348,586	36.9%
Indirect State	\$37,979,952	11.2%	\$51,063,727	7.7%
Federal	\$16,540,982	4.9%	\$82,633,871	12.4%
Student Fees	\$60,086,183	17.8%	\$225,667,093	34.0%
District Taxes	\$33,185,278	9.8%	\$58,105,094	8.8%
Other Revenue	\$1,832,364	0.5%	\$4,871,699	0.7%
Total Revenue	\$337,970,011	100.00%	\$667,690,070	100%

* Includes MCCB General Fund education technology funding of \$2,644,914.

When comparing the combined state funding of both the MCCB and the fifteen community colleges, the community college system suffered cuts from FY 2001 to FY 2005, from FY 2009 to FY 2010, from FY 2016 to FY 2017, and from FY 2018 to FY 2019. As a result, the percentage of revenue to total revenue has seen dramatic shifts. For example, Chart 7 demonstrates that for community college support only, the percentage of state funds to total has declined from 55.8 % in FY 2000 to 36.9% in FY 2020. On the other hand, the percentage of student fees to total revenue has increased from 17.8% in FY 2000 to 34.0% in FY 2020.

Education Career Pathways

Mississippi's community colleges offer the following programs: academic (university parallel), technical, career (vocational), adult basic education, adult continuing education, general education development, job training partnership, and industry related training.

The Associate of Arts degree is awarded to students who complete a minimum of 60 semester credit hours of academic courses. The Associate of Applied Science degree is awarded to students who have completed a minimum of 60 semester credit hours of courses in a technical program, including a minimum of 15 semester credit hours of core academic courses. In addition to the Associate degrees, the community colleges also award one-year and two-year certificates in occupationally-specific career and technical fields.

In Academic Year 2020, 16,536 graduates earned 19,898 awards from the community colleges.

eLearning

The fifteen community colleges in conjunction with the MCCB offer online education through the Mississippi Virtual Community College (MSVCC). The full array of academic, career, and technical courses necessary to earn an Associate of Arts or an Associate of Applied Sciences are available via the MSVCC.

Enrollment Data

Semester	Enrollment	Number of Courses	Number of Instructors
Fall 2019	10,275	1,932	859
Spring 2020	9,437	1,934	846

To ensure the community colleges are successful in the implementation and deployment of various resources overseen by the MCCB, training and professional development is provided to instructors in a variety of formats by way of the MSVCC Academy. Due to a system upgrade during the Summer of 2019, the MSVCC Academy had to limit the number of professional development offerings but was still able to serve 68 participants. Additionally, the MSVCC website was redesigned to provide additional professional development in the form of short videos, tutorials, and guide.

Due to COVID-19, the MSVCC Academy increased the number of professional development offerings for the Fall 2020 and it is anticipated that more than 1,000 users will participate in 30 webinars and courses.

Academy Data

Semester	Participants	Number of Courses	Number of Webinars
Fall 2019	301	6	8
Spring 2020	449	9	8

The Office of Adult Education at the Mississippi Community College Board is responsible for the administration and implementation of the Adult Education and Family Literacy Act (AEFLA). In accordance with the AEFLA, Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, the purpose of this federal grant is to assist eligible applicants in developing instructional programs and partnerships to provide services that focus on the following:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. assist adults who are parents or family members to obtain the education and skills that
 - are necessary to becoming full partners in the educational development of their children; and
 - lead to sustainable improvements in the economic opportunities for their family;
3. assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways;
4. assist immigrants and other individuals who are English language learners in improving their
 - reading, writing, speaking, and comprehension skills in English; and
 - mathematics skills; and
5. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

The Office of Career, Technical and Adult Education defines “Adult Education” as services or instruction below the postsecondary level for individuals who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law;
- lack sufficient mastery of basic educational skills to enable the individuals to function in society;
- do not have a secondary school diploma or its recognized equivalent; and
- are English language learners (ELL).

In Mississippi, the AEFLA grant funds 19 local providers including the Mississippi Department of Corrections to provide student services, instruction and high school equivalency preparation. In FY 2020, adult education providers served more than 10,000 students. Of the students served, 6,462 enrolled at an educational functioning level below 6th grade and 376 students were English Language Learners. High School Equivalency Diplomas were issued to 2,759 students.

Mississippi offers multiple options for obtaining a high school equivalency diploma. There are three approved assessments: the GED® test, the HiSET test, and the TASC Assessment. Each assessment is aligned to the College and Career Readiness Standards outlined by the Office of Career, Technical and Adult Education. The fourth option for obtaining a high school equivalency diploma is the competency based option.

Mississippi High School Equivalency Diplomas are issued by DiplomaSender for test-takers who achieve satisfactory scores on the GED® Test, HiSET, or TASC test or meet the requirements of a Competency Based High School Equivalency Diploma. This diploma is approved by Mississippi and is accepted by employers, training programs, educational institutions, and the military as meeting their requirements for employment or admissions.

The Office of Adult Education has primary responsibility for implementation of the Mississippi Works Smart Start Pathway Model through Smart Start Classes. The pathway is designed around three components:

1. Basic Skills, (reading, writing, math)
2. Career Awareness, (interviewing, job search, resume writing, etc.)
3. Necessary Skills (communication, work ethic, team building, etc.)

Students develop the foundational skills needed for their careers, learn and practice good work habits and effective communication that is necessary in successful employment. Students learn how to become prepared to learn new skills for future careers within their region's workforce sector, identifying the career components that are necessary for middle-skill employment. The Smart Start class requires participants to achieve a National Career Readiness Certificate (NCRC). The NCRC demonstrates to employers the participant has the skills needed to be successful in a job. Participants will complete the WorkKeys tests for Applied Math, Graphic Literacy and Workplace Documents. Participants will also learn new skills for future careers and increase their ability for middle-skill level jobs which results in higher pay.

Performance Outcomes

Smart Start Credentials	2,367
National Career Readiness Certificates	2,971
High School Equivalency Diplomas	2,035

Mississippi Integrated Basic Education and Skills Training (MIBEST)

In June 2015, Mississippi's community colleges received from the W.K. Kellogg Foundation a three year, \$6 million grant for statewide implementation of the Mississippi Integrated Basic Education and Skills Training (MIBEST). The MIBEST program is based on the I-BEST model developed by the Washington State Board for Community and Technical Colleges that incorporates contextualized learning by concurrently delivering Adult Basic Education and Career and Technical Education classes using a team-teaching approach. Thus, students who have dropped out of high school have the opportunity to earn a High School Equivalency diploma and Career and Technical Education degree or certificate from a community college twice as fast.

MIBEST offers low-skilled, undereducated, and low-wage workers opportunities to enter career pathways leading to postsecondary degrees and/or credentials, and ultimately, to earn self-sufficient family wages. As of June 2020, 1,998 students have enrolled in MIBEST in programs such as welding, HVAC, industrial maintenance, culinary arts and commercial truck driving. Additionally, 1,379 individuals gained 20+ hours of employability skills training; 899 individuals completed a High School Equivalency; 1,037 individuals received one or more occupational credentials; and 1,487 individuals have received the National Career Readiness Certificate at Bronze level or higher.

Career and Technical Education

Currently, community colleges in Mississippi offer degrees and certificates in 142 different career and technical program areas at their various campuses, comprehensive centers, and extension centers throughout the state. These programs range from less than one year to two years in length and prepare individuals for employment in a variety of fields, from industrial maintenance technology to information systems technology to healthcare. Additionally, the articulation agreement increases the number of articulated classes and programs.

In FY 2020:

- 17 requests for new programs were received from nine institutions, and all were approved.
- 14 requests for a new program option were received from nine colleges, and all were approved.
- 15 requests for a new program location were received from eight institutions, and all were approved.
- No programs were closed.

In fall 2019, there were 15,399 students enrolled in Career and Technical Programs at community colleges.

Additionally, state articulations were continued and/or developed between 35 secondary career and technical programs and 65 postsecondary career and technical programs. These agreements allow students to earn college credits for demonstrated competencies gained in high school and provide a non-duplicative sequence of coursework leading to postsecondary career and technical degrees or credentials.

MS Works CTE Scholars/Workforce Training 14

Mississippi Works CTE Scholars Program

In FY 2020, the MCCB partnered with the Mississippi Development Authority to offer the Mississippi Works CTE Scholars Program. This program serves as a last-dollar tuition scholarship program for approved CTE programs at all 15 community colleges.

In FY 2020, there were 423 participants in allied health, manufacturing, transportation/logistics, and information technology programs. As of July 1, 2020, 178 graduated from the program and 228 are employed. The program continues in FY 2021.

Workforce Training

The Workforce Education system at each of the community colleges delivers training ranging from basic skills to advanced technology skills. The training is delivered through the fifteen local Workforce Development Centers. The following were reported by businesses and industries as well as the fifteen community colleges. (The following workforce numbers/information is limited to projects approved by the MCCB office.)

	FY 2020
Number of Companies and Businesses Served	753
Number of Duplicated Trainees	268,073
Workforce Projects Funded	813
Number of Workforce Classes	23,536

The Office of Curriculum, Instruction, and Assessment is tasked with developing statewide Career and Technical Education curriculum, assessments, and professional development to meet the local and statewide economic demands. The mission of the division is to develop an innovative curriculum and professional training system that facilitates seamless educational delivery by well-trained professionals who are focused on preparing skilled workers in the 21st century economy.

The goals of the division are to produce research-based, high-quality curricula for Mississippi community colleges where all programs are aligned to industry needs and national certifications; provide outcomes-based, professional development teaching, learning, and leadership strategies to accelerate instructor, staff, and administrator effectiveness; support the implementation of groundbreaking career pathways, innovative instructional design and delivery, and infusion of technology in the classroom; and be responsive to college needs and industry demands.

Some of the division accomplishments from FY 2020 include:

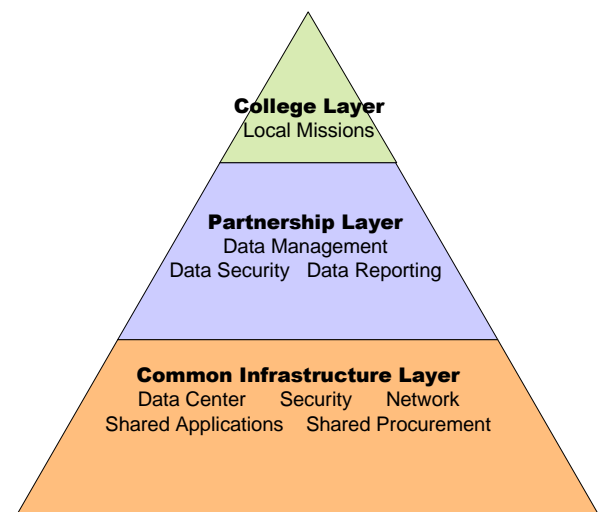
- Collaborated with faculty and administration at the community colleges along with various business and industry partners to develop and revise 15 career-tech programs of study.
- Researched and developed several new curricula/certificates: App Development, Extended Reality (Game Design, Augmented, Virtual and Mixed Reality), Marine Transportation (Barge/Deckhand), and Simulation/Modeling.
- Provided opportunities for approximately 2,478 registered students to take 1,565 national certification exams that resulted in students earning approximately 1,027 certifications.
- Conducted or hosted 26 assessment-related training and/or certification opportunities for CTE administrators and instructors. The instructor trainings resulted in CTE instructors attaining approximately 241 national certifications. Five NCCER Online Testing Regional trainings were held to prepare the instructors for the transition to online testing for NCCER. Three Curriculum Proctor trainings resulted in 18 college personnel becoming certified as NCCER Curriculum Proctors and four additional CTE personnel certified as Master Trainers.
- Offered 91 national certifications that are mapped to 39 programs of study for student testing.
- Led a marketing campaign, which included 15 billboards with one near the main campus of each college, seven-month broadcast over 17 radio stations statewide, live-streaming at high school and football games and on Facebook Live, and released two 30-second video clips featuring students enrolled in CTE programs at the colleges to bring awareness to the MNCI.
- Hosted the annual Leadership Academy that focused on topics including: community college processes; diversity; effective communication; building employee morale; personality profiles; ethics in the workplace; career technical education overview; president's perspective; college leadership; team building; legislative process; curriculum; and conflict management.
- Began to restructure the 2020-2021 Institute for Teaching and Learning to accommodate an online setting. Revised Canvas content and enhanced course materials for ITL instructors.

Mississippi's community colleges have always been leaders in utilizing technology to enhance the teaching and learning process. Beginning in the early 1990s, the community colleges, under the leadership of the Mississippi Association of Community and Junior Colleges (MACJC), successfully deployed the first statewide interactive video network, the Community College Network (CCN), in the nation. This method of delivering classes was the precursor to many forms of distance education as we know it today. In establishing this landmark learning vehicle, Mississippi's community colleges began a long-term national leadership role for the utilization of technology in two-year, post-secondary education.

Over the past year, mission critical applications, core networking services, and centralized applications have necessitated the further expansion of the MCCB data center and have encouraged colleges to leverage economies of scale in their statewide Ethernet based wide area network. This year the MCCB will upgrade the networking infrastructure to meet the increasing bandwidth demands at the colleges. This upgrade will provide circuit and internet redundancy in an effort to support the increasing demand of not only our virtual college but other applications that require high speed and redundant access to the Internet.

Additionally, by integrating shared technologies and best practices into their processes, community colleges are empowered to take advantage of a spectrum of resources made available through a common infrastructure and partnership between MCCB and the colleges (see the below figure). In so doing, each institution is positioned to serve its customers more quickly, efficiently, and at a lower cost through the utilization of advanced technology. This initiative has provided enhanced educational services to on-campus classroom students and to the non-traditional student at convenient hours from their homes and businesses.

Technology and its use in the Mississippi community college system has become more important as the colleges continue to work as collaborating partners to build a common technology infrastructure that supports each college's individual autonomous mission. The result is a two-year college system that continues to meet the needs of the citizens of Mississippi by using technology to enhance the teaching and learning process.



Early Childhood Academy

The Early Childhood Academy is a collaborative partnership with participating community colleges, the Mississippi Department of Human Services, and child care providers to ensure that Mississippi's family-based unified and integrated early childhood system connects and integrates resources and services for both parents/caregivers and their children. The Office is also responsible for establishing an Early Childhood Academy with a Resource and Referral Center at participating community colleges to deliver professional development for all centers, delivering and managing technical assistance and coaching, and providing leadership to the Resource and Referral offices.

There are currently Early Childhood Academies at thirteen community college campuses, Mississippi Valley State University, and an Academy housed at The Children's Center in Durant. The Early Childhood Academy currently maintains a staff of 76 that includes state office staff and college staff.

In FY 2020, the Early Childhood Academy accomplished the following:

- Total number of requests received- 2,340
- Types of training provided:
 - Training for child care providers- 512
 - On/off-site technical assistance- 7,000
 - Training for parents- 394
 - Training by external partners- 250
- Total number of resources checked out- 3,493
 - Percentage of checkouts to child care providers- 40%
 - Percentage of checkouts to families- 60%

Mississippi Apprenticeship Program (MAP)

The Mississippi Apprenticeship Program (MAP) helps companies, regardless of size, develop a Registered Apprenticeship (RA) program from the initial concept phase to registration and subsequent implementation within the company. Recognizing that RA is business driven, MAP works closely with companies to identify the occupations and skill sets needed on their job site and build out an RA program designed to meet their needs.

RA is a proven strategy for helping businesses grow their own skilled workforce through a combination of customized and rigorous on-the-job training and related classroom instruction.

In FY 2020, there were 2,168 apprentices registered through MAP.

Proprietary Schools

The Commission of Proprietary School and College Registration, the entity that oversees the state's proprietary schools, is housed at the Mississippi Community College Board. The MCCB's responsibilities include the appointment of a five-member commission; providing staff for the administration of the commission; and serving as the appellate organization for decisions rendered by the commission.

The administrative staff is responsible for assisting the Commission with carrying out its duties and responsibilities as set forth in the Mississippi Proprietary School and College Registration Law, §75-60-1. The Commission has been assigned statutory authority to establish and implement the registration process for obtaining and maintaining a proprietary school certificate of registration and agents' permits for the state.

This administration has both administrative and supervisory responsibilities including, but not limited to:

1. the dissemination and interpretation of the law;
2. the development of applications, regulations, and policies to govern commission activities;
3. receipt and review of applications for action recommendations to the commission;
4. the planning and coordination of commission meetings;
5. management of complaints;
6. assisting the commission with implementing the cancellation, suspension, or revocation of a registration certificate or permit; and
7. the administration of civil penalties and/or administrative sanctions.

During FY 2020, the commission met six times and 20 new or renewed certificates of registration were issued; 97 agent permits were approved; 161 new instructors were approved; and 41 new program were approved. There were zero official complaint (s) received.

Accelerated Dental Assisting
Academy
Madison, Hattiesburg, Forest,
Moss Point, New Albany,
& Olive Branch

Access Training Institute
Jackson

Ace Training Center, Inc.
Byram

B1 Nursing Training Center
Pearl

Blue Care Medical Academy
Southaven

Blue Cliff College
Gulfport

Burns Healthcare Institute, LLC
Indianola

CNA Consortium of Mississippi
Madison

Coastal Truck Driving School
Hammond, LA

CompuSystems, Inc.
Greenville

Concorde Career College
Memphis, TN and Southaven

Crescent School of Gaming and
Bartending
Gulfport and Robinsonville

CRW Truck Driving Training
School, LLC
Jackson

Delta Technical College
Horn Lake, MS
Ridgeland

DSC Training Academy
Jackson

Friends of Children of Mississippi, Inc
Belzoni and Flowood

Grant Allied Healthcare &
Training Institute
Greenville

Gulf Coast Healthcare
Career Training Center
Gautier

Grove Healthcare College
Gulfport

Healing Touch Allied Health Institute
Biloxi

Heavenly Hands Institute
Vicksburg

Institute of Health and Technology
Hattiesburg and Jackson

Jackson Medical Mall
Proprietary Healthcare Institute
Jackson

Kaho Healthcare Training
Brookhaven and Fayette

Lincoln College of Technology
Memphis, TN

Maselle Career College
Flowood

Medical 2 Career College
Cleveland and Tupelo

Med Lab Training Center
Richland

MS Dental Assisting School
Biloxi

MS Truck Driving School
Hickory Flat

New Horizons Computer Learning
Center of Biloxi
Biloxi

OceanPointe Dental Academy
Grenada

Simply the Best Kare
Hattiesburg

Southern MS Training Academy
Flowood

Stepping Stones Career College
Louisville

Swift Driving Academy
Memphis, TN

Systems IT, Inc.
Jackson

Taylor Dental Assisting School
Pascagoula

Truck Driver Institute, Inc.
of Mississippi (TDI)
Saucier and Tupelo

Tulsa Welding School
Jacksonville, FL

Universal Technical Institute
(Motorcycle & Marine Mechanics
Division in Florida)
Orlando, FL

Universal Technical Institute of
Texas
Houston, TX

Universal Technical Institute of
North Texas
Irving, TX

**Mississippi Community College Board
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